

**DDDS GAC Medicaid Residential Work Group**  
**May 14, 2015 1:30 p.m. – 3:30 p.m.**

**Members present:** Melinda South, Victor Schaffner, Bill Monaghan, Laura Waterland, Kathie Cherry, Tim Brooks, Jamie Doane, Kimberly Reinagel-Nietubicz, Kyle Hodges, Terry Olson, Lisa Green, Eddi Ashby, Libby Cusack, and Pat Jordan

**Non-members present:** Daniese McMullin-Powell, Barbara Monaghan, Lisa Elias, Micki Edelsohn, and Carol Kenton.

**Female Speaker:** Alright, the meeting ground rules, just quickly. The meetings are being recorded right here, so announce your name when you speak, and please speak up. One person talks at a time and respects when others are speaking. Limit phone calls during the meetings. Meetings will start and end on time. We are going to try to stay on agenda. Please do the homework prior to the meetings, so we are prepared for meeting discussion. Guests may participate in the meetings, but only committee members may vote.

Next on the agenda is any discussion from last week's meeting transcript. Does anybody have anything they would like to identify as an issue on the transcript or change?

Okay. Next on the agenda is action items. At this time, I believe, if we can get through the agenda as it is, we might be able to close some of these action items at the end of the meeting - regarding voting, assisted technology, some of these other things, answer options, those types of things. So, I think what I would like to do, since we don't have any individual, any of these items are individually assigned at this times, we will keep going, actually we can close this one about a shared living provided since we have Pat here now.

Lisa, as our time keeper, if you could stop us at 3: 15, we will just run through this list again to see if there are any others we can close based on our discussion.

Next up, we will continue our discussion on the combined assessment document. We pretty much went through most of A last week. We will finish up A, go through B. J, K, and L, have to do with leases and those types of issues, and then M, for some reason we skipped over M, so we will go over M as well. And then I believe, that will finish up this document. If we can get through this document today, I will pull all of the ones we agreed to include in the Delaware assessment, get that pulled together, and get that sent out for next week's meeting. But we have to get through this today. So, I am going to be pushing everyone along. So if you have something to say, since we have all read through this several times now, it's been out there for a couple weeks, we should be able to get through this quickly today.

Hopefully we will be able to finish those items, and then we will start the discussion on the answer options. And I just added up there based on the basic element review tool that we distributed a while ago, this one, those are the answers that are on this document. I thought we would start there for the discussion once we get to that point.

If we take a look at the combined document, we left off, if we take a look at A, we agreed to include all the bullets under exploratory question 11, exploratory question 12, with a couple modifications, 16, the second bullet, exploratory question 20, all of those bullets, exploratory question 21, the second bullet, 22, all of the bullets, exploratory question 3, at the bottom of page 2, the first bullet, and that is where we ended. So...

**Kathy:** Libby, this is Kathy, I thought on exploratory question 3, we said to move the first bullet to the privacy section?

**Libby:** Yes. 3? Exploratory question 16 or not?

**Kathy:** Exploratory question 3, on paging 2. We said to move it to the privacy section.

**Libby:** The cameras? Yes. I did have that here. Correct. I didn't go through all the notes I made. But yes, that will go on privacy.

If we could start on page 3, 4, 5 and the top of page 6, B starts on 6. Hopefully everybody has already reviewed all of this. Most of these are duplicated in exploratory questions that we have already gone through, so if you have something that you would like to add or discuss at this point on any of those pages, please speak up.

Let's start on page 3. Page 4.

**Kyle:** This is Kyle. So are you saying that if we don't say anything about page 3, they are or are not going to be included? I'm sorry. I am just trying to get the process right. I apologize.

**Libby:** Well, hopefully everybody has already read through this and made your notes. And if there is something that wasn't covered in the items we have already discussed...

**Kyle:** So then if you are going through and saying the next page, then nothing will be included.

**Libby:** Right. Or most of these are already included in the other questions.

Page 4.

**Melinda:** South Dakota, the last one. Says yes, there are areas that are restricted, I'm sorry, this is Melinda South, yes, there are areas that are restricted to individuals, but the restrictions have gone through due process. Was that one included?

**Libby:** No.

**Male Speaker:** That would be a good one.

**Libby:** Does anybody have any...

**Female Speaker:** #6, last bullet.

**Male Speaker:** Just so I'm clear Libby, you are saying that the responses will likely be the list up there?

**Libby:** No. That's just what we are going to start with once we get to that discussion. I just wanted to have a starting point.

**Male Speaker:** Okay.

**Female Speaker:** Can I ask a question about South Dakota #1, the respect and restraint question. I don't think that has been captured before. And I can't remember if it was captured somewhere else, like in a different section.

**Male Speaker:** Right.

**Female Speaker:** They are using that restraint question in #(Inaudible 7: 06) they are not so much related to restraint, which I'm not sure I understand.

**Lisa:** This is Lisa. I don't think anyone is allowed to use any restraints.

**Male Speaker:** Right.

**Male Speaker:** It doesn't mean they are not using it though.

**Libby:** So what number is that Laura?

(Everyone talking at once - 7:24)

**Libby:** What number is that Laura?

**Laura:** #1. My question is, #(Inaudible 7:30) or have we asked it yet, and I don't remember.

**Libby:** I don't think we have talked about restraints.

**Laura:** Yeah, that's why. Okay.

**Kyle:** This is Kyle. So then it should be put somewhere, right?

**Libby:** So we are adding South Dakota, #1?

**Laura:** But I'm not sure this is where it belongs. I guess that is my, the rest of the questions

really relate to more of the respect and independence of privacy...

**Libby:** I would rather not talk about where it might belong. We know it belongs in the Delaware assessment somewhere, so let's narrow it down to the questions and take a look at this again next week with just the questions we would like to include, and then we will put them in the right order.

So, on page 4, we are adding South Dakota #1, and South Dakota 6, last bullet.

Anything on page 5?

**Melinda:** This is Melinda. I'm sorry. I believe we agreed for Hawaii 9, with modifications to that, correct, already? Does the resident have Internet? Is it available for all of the members of the house to use?

**Libby:** I believe that's under a different...

(Everyone speaking at once - 8:56)

**Female Speaker:** A-11, on page 1, do individuals rooms have telephone or Internet access? We talked about that one.

**Tim:** This is Tim. Connecticut 37, video monitoring. I don't remember us discussing that, but I missed one meeting.

**Libby:** No. We talked about it, page 2, exploratory question 3, first bullet. Are cameras, is that what you are referring to, cameras?

**Tim:** I'm referring to the Connecticut one, but they both cover essentially the same thing.

**Libby:** If you look at page 6, Tennessee 26, I kind of liked that question on camera use. Are cameras that are present inside the setting only utilized in direct relation to the persons centered plan of care?

**Male Speaker:** What page?

**Libby:** Page 6.

**Tim:** This is Tim again. I agree. That's a good question. 26.

**Libby:** Tennessee 26, on page 6.

**Male Speaker:** I like it too.

**Female Speaker:** I agree.

**Male Speaker:** For #26 on page 5, did we have that captured somewhere? On personal health information. It's a reference to HIPPA.

**Male Speaker:** I don't think we did.

**Male Speaker:** Okay. That would be a good one then.

**Lisa:** There were questions about where their medical records and all posted and kept somewhere where others can't see. I know they were reviewed somewhere. I don't remember where it was.

**Male Speaker:** I think we should circle that.

**Kathy:** If you look, this is Kathy again, page 2, 20, first bullet.

**Male Speaker:** Pretty comparable, yeah.

**Kathy:** Is health information about individuals kept private, if individuals #(Inaudible 10: 50).

**Male Speaker:** There may be some definition differences between personal health information as defined within HIPPA and health information, but, so I would prefer the PHI one on page 5, but that's a minor issue.

**Female Speaker:** I agree with you. They are two different things.

**Libby:** So you are saying personal health information is...

**Female Speaker:** It's an information set that is defined by the statute, and then there is other personal health information that is just, it goes beyond the protection.

**Male Speaker:** My understanding of HIPPA is if you have somebody's name posted, that is personal health information. Where most people wouldn't view it that way.

**Female Speaker:** So you want to #(Inaudible 11: 33).

**Libby:** Connecticut 26.

**Female Speaker:** And delete 20?

**Eddie:** This is Eddie. I talked to Terry Macy this morning and he said the Connecticut plan was approved.

**Libby:** Right.

**Male Speaker:** Hmmm. Wow.

**Libby:** Page 6. We are going to include Tennessee 26. Anything else under the remainder of A, before we move on to B?

Okay, B.

**Kyle:** This is Kyle. Actually, I do. 46 Tennessee. Did we talk about training staff?

**Libby:** No. I like that one too. I'm not sure where it falls, but if everybody agrees, I would like to include that one as well.

**Tim:** This is Tim. I agree.

**Libby:** Tennessee 46.

**Male Speaker:** And even 48.

**Libby:** Melinda or Lisa, can you guys talk about this one? I mean is this covered under another, it sounds to me, it sounds like it's kind of out of scope.

**Female Speaker:** It sounds very wordy to me. I think it might be captured better with less stuff in it. We do have a rights policy. It's handed down through the state and we have it displayed in all our homes. We really wouldn't amend that policy. The thing about member experience, I'm not quite sure what that is trying to get at. Does anybody have a feeling about that?

**Terry:** This is Terry. I think it would have to be defined otherwise it's very subjective.

**Laura:** This is Laura. I'm speculating this might be surveys. If there were survey's ever done, like the results of those surveys. You see that in a nursing home context. They will do a survey and then the results are posted and are available for other residents to see them. I think that is what they are getting at.

**Lisa:** This is Lisa. We can't post results. That would be violating HIPPA. (Laughing) I'm kidding. I mean, it does pertain, if we do have survey results and there are things that pertain to certain residents, but they are shared among the staff.

**Female Speaker:** Well, the nursing home ones are, they take the identifiable information out. They, you know, one patient, they don't talk about the patient.

**Lisa:** They are shared with staff any time we are surveyed.

**Female Speaker:** Right. This is for members though. This is for members to see. This is 47, for members to see. Like if there was a survey.

**Libby:** 47 or 48?

(Everyone talking at once - 14: 36)

**Female Speaker:** We are not sure who members are. I guess that's what we are asking.

**Female Speaker:** I'm assuming the members are the residents. That is just my guess.

**Female Speaker:** I'm just speculating. I don't really know what this question means. That's what I think they are getting at.

**Melinda:** To this question, this is Melinda South again, where I think it gets tricky is are they regularly reassessed for compliance, and of course, member experience wouldn't be compliance oriented. It must be something in Tennessee that we don't know.

**Male Speaker:** That would be my guess.

**Female Speaker:** It seems a little hodge-podge.

**Libby:** Okay. So we will leave those two off for now.

Alright, let's move on to B. The setting optimized individual initiative autonomy and independence in making life choices. That is very similar to Q that has to do with freedom and support to control their own schedules and activities. We don't want to duplicate any of the questions. Let's see if there is anything new here.

**Male Speaker:** Did we talk about their freedom to choose their own clothing before?

**Female Speaker:** Mmm-hmm.

**Male Speaker:** Is that a yes?

**Female Speaker:** We did.

**Male Speaker:** I thought we did.

**Female Speaker:** I thought we did.

**Male Speaker:** Just in the #(Inaudible 15: 52). We talked about hair style.

**Libby:** When I was combining all these assessments, it seemed to make sense to follow the format of this document for the questions, but as I was thinking about consolidating this for the Delaware assessment, I'm not sure if it really makes sense because there are so many things that are kind of duplicated throughout. So I think, maybe, initiative, autonomy, independence, being able to control your own schedule, and pick your own activities, that is all kind of all under the same category, so maybe all those questions would be grouped together. We can take a look at that next week, but that is what I was kind of thinking once we narrow down the questions.

Does anybody see anything on page 6 or 7 that is new?

**Bill:** Before we go on, this is Bill Moynihan, does anybody know what the word authority is, means? I'm not getting authority as co-chair. I have been ignored for the past five weeks. I think I have that as co-chair to be as a co-leader, just as much as Libby, as anybody else in this room. I haven't been getting respect, and this is my final say. I was going to stick into this til the very last gun, but if you don't give me authority, I'm going to have to go on to another step and step on some feet.

**Libby:** This is Libby. I'm sorry you feel that way Bill. I was not given any definitions as far as what a chair or a co-chair was responsible for doing during a meeting.

**Bill:** I mean, you voted me in.

**Libby:** What?

**Bill:** You voted me in as a co-chair.

**Libby:** Right.

**Tim:** Bill, this is Tim. It would help me understand this better if you could explain what role you want, and maybe we can help develop that role.

**Bill:** Like in the beginning, under the reviewing the meeting rules, put respect and authority for co-chair.

**Tim:** Okay. Under...

**Bill:** The meeting rules.

**Tim:** Yeah, right. Discussion topics.

**Libby:** I don't know what that means. I don't feel like I've been disrespectful. I don't think anybody has been disrespectful to you or in general, so.

**Tim:** This is Tim. I think we haven't gone out of our way to include Bill. And probably, I'm as



guilty as everybody, Bill. But, probably, we should have been asking you your opinion on items as they came through. Is that more of what you want?

**Bill:** Yeah. I mean, you voted me in as co-chair and for the past five weeks I haven't been include.

**Libby:** Included in what way?

**Bill:** Well, you are chairman, you took over the whole meeting, so why should I be here as co-chair if you are not including me in it?

**Kyle:** This is Kyle. Maybe, Bill, I don't think has been included in a leadership role, and as co-chair, that's why we pick co-chairs. Is that what I'm hearing? We need to determine maybe a different process to ensure that Bill is comfortable and has an opportunity to serve in that capacity. I'm not sure if I have all the answers, but I think that maybe that's...

**Libby:** Okay. Well, this is Libby. Jamie and Tim, you guys #(Inaudible 20:05) GAC. Maybe the four of us can meet after this meeting for a few minutes or another time to talk about this?

**Tim:** I have a real time crunch.

**Libby:** So do I. But as far as, you know, if we are in agreement or not with each one of these items, I am not asking anyone individually, and we have a lot to get through. So, you know, I think everybody needs to come to this meeting prepared and the expectation is that if you have a question, or disagree, or want to contribute, you speak up just like everyone else does. So, I don't think I'm not intentionally not asking you for your opinion. I'm not asking anyone specifically for their opinion. I'm asking people to speak up if they...

**Bill:** I should be something, and like anybody at this table, then I should not be co-chair.

**Libby:** I don't know what co-chair means, so...

**Tim:** This is Tim. I think one area where we could work this out to some degree, and that is, Libby puts together the agenda and the document we are going over and the instructions, and if we get through this document today, which I certainly hope we do, then, Libby has offered to do something that is very complicated, pick out all the questions we have approved and put them in a package. What I would suggest is, that when Libby finishes the initial draft of the next agenda and that next document, share it with Bill before you send it out to the rest of us. So Bill can see it ahead of time, and then if you have any trouble with the agenda or that new document, then you could communicate directly back to Libby before the rest of us see it.

**Libby:** This is Libby. I would like to discuss that amongst the four of us, that whole process, because that is extra work on my time.

#(Inaudible 21: 58)

**Libby:** Unless you want to be part of that Laura.

**Laura:** No. I'm just making sure, clear for his sake that you are putting him in that conversation.

So, when can we have that meeting?

**Male Speaker:** Let me get my calendar out here. But I can't do it tonight.

**Libby:** Okay.

**Kyle:** This is Kyle. Maybe we end five minutes early so you guys can coordinate that next step.

(Talking in the background - 22: 25)

**Female Speaker:** We could end early and they could just meet.

**Male Speaker:** That's what I said.

**Female Speaker:** No, just meet. We will end earlier and they could stay here and...

**Male Speaker:** That's what I was planning.

(Everyone talking at once 22:40)

**Libby:** Alright.

**Lisa:** So maybe stopping at 3 or five after 3, so they don't have to stay and set another time. And they will have the answers. Does that sound good? You are all here today.

**Male Speaker:** Are you comfortable with that approach?

**Male Speaker:** Well, yeah, but we still have to get through these questions. If we end at 3:30, I'm willing to come in early. I won't be here next week because I'm going to Boston for a self-advocate, a leadership conference.

**Libby:** Okay. Before we move on, does anybody have anything else they would like to add to this discussion, conversation? If anybody would like to stay and meet with us on this discussion, feel free.

We are on B. Page 6. Anything on page 6 or 7 for B?

**Female Speaker:** #(Inaudible 23: 53)

**Libby:** Do we all agree that this is kind of covered in some of the other questions that we have already documented?

**Male Speaker:** Yes.

**Female Speaker:** I agree.

**Jamie:** This is Jamie. What about Connecticut 44? Did we, I'm sorry, did we discuss staffing? I don't recall. I was looking at that. Connecticut 44.

**Terry:** This is Terry. That's a really loaded question.

**Jamie:** I thought that too, but I don't remember us talking at all about it. How many people were there to work? Keep it? Throw it out? What do you think?

**Libby:** Melinda, did you have something you wanted to add?

**Melinda:** This is Melinda. What I was saying, I think it relates back to engage in community life for the, I think it relates back to D, correct? B?

**Jamie:** I'm sorry. You think what?

**Melinda:** I was trying to see where it related back to see what the question was asking, especially when it says to accommodate spontaneous requests, which of course, is something that is difficult at times to do. I was trying to see where that would be in violation of the rules.

**Jamie:** #(Inaudible 25: 23)

**Bill:** The other thing is, I met with somebody from Massachusetts already, and, I like this term, this is Bill, traditional home setting, instead of group homes. It's much better if somebody, like me calling the R-word to somebody, but instead of saying I am going to my group home tonight, I say I am going to my traditional home setting, which is much better.

**Kyle:** This is Kyle. Or just going to your home.

**Jamie:** This is Jamie. I come in contact with a lot of friends who live in group homes and they call it their home. It's a home. I'm going home.

**Libby:** This is Libby. I think this is outside of the scope of what we are doing here. It's defined as a neighborhood group home in our state wide transition plan and we can't change definitions at this table. How you refer to your home is a personal opinion. You don't have to call it a group home. You can call your home whatever you want to call it.

So, where did we leave?

**Jamie:** Throw it out, 44, don't worry about it.

**Male Speaker:** Yeah.

**Female Speaker:** Is that a yes or now?

**Male Speaker:** No on 44.

**Libby:** Okay. So, next, we are going to talk about J, K, and L. Which begin on page 17. These three have to do, we kind of had some discussion around these, but we didn't select questions. These three talk about agreements, and leases.

**Kyle:** This is Kyle, and I know I missed one meeting, but and there is a couple of you #(Inaudible 27: 16) have we done C, and the only reason I ask is because I had a note from the last meeting, the ones that we were going to review and I thought C was one of them, but if we have done it, then we have done it.

**Libby:** Yes, we have. And, when we pull it all together for what we have agreed to, I will get that out in advance of the next meeting and you can take a look at it, and if you want to discuss it again, if there is something missing that you want to include, we can discuss that again. But I would rather keep going through the ones that we haven't gone through at this point, if that's okay with everyone else.

**Female Speaker:** I thought, to interject, I thought we had gotten into a conversation about what services and support meant, and that we never actually went through these questions.

**Libby:** We didn't go through the questions. We talked about leases. But we didn't go through the questions.

**Female Speaker:** I'm back on C, sorry. Page 7C.

**Female Speaker:** Sorry, what page is that?

**Female Speaker:** 7.

**Female Speaker:** We had this long conversation about what were services and support and you asked for some materials from DDDS that had to do with what was in the waiver, what was the list of services in the waiver. I'm not sure we actually went through these questions.

**Libby:** You're right. We didn't.

**Kyle:** That's why, again...this is Kyle...

**Lisa:** This is Lisa. But it seems like we went over so many questions about rights #(Inaudible 28: 39) if they were to choose a provider and where they live...

**Kyle:** This is Kyle. It may be that's true with some, but, if that's true with any of these, some of them overlap. I know I missed a meeting, but I had a note from last time that C was one. I'm hearing maybe...

**Libby:** We did get the definition of services and supports from Eddie. Why don't we start on page 8?

**Laura:** This is Laura. I say #(Inaudible 29: 31) to the first three. The second two are kind of qualitative, that should be in the individual survey. They make more sense to ask the recipient whether they are being ignored, or denied, or heard, as opposed to the provider. I don't think the provider can answer that question.

**Male Speaker:** Right.

**Laura:** But I think the first three...

**Kyle:** This is Kyle. Are you talking about no on the first three?

**Laura:** Even the third one I think could be better worded. Like, do they have the ability, they ask about their satisfaction, let's say you do a survey for satisfaction. The first two, in particular, I think are important. They ask about their own individual preferences and are they aware of how to make a request for something they might need. Particularly, number 2 I think is important.

**Melinda:** This is Melinda. I agree. I think it relates back to service planning.

**Victor:** This is Victor. I agree with Laura with the first two bullets, and I think I agree with you Laura on the third bullet that that is better for the individuals.

**Kyle:** This is Kyle. Then what about 10?

**Libby:** Before we leave 9, are we talking about exploratory question 9, first two bullets, are we agreeing that those are included? Exploratory question 9, first two bullets.

10?

**Male Speaker:** Going back to 9, the third bullet, Libby, for the individual assessment.

**Libby:** Alright. Individual assessment possibly for the third bullet.

Alright. Exploratory question 10. Anything else on that page?

**Jamie:** Libby, are we on page 8?

**Male Speaker:** Yes. Exploratory question 10.

**Female Speaker:** The third bullet, did we ask this question somewhere else, or does it, is it encapsulated in the second bullet of 9, that they know how to ask for...I know we talked about how does somebody ask for a new provider. #(Inaudible 32: 17) I can't remember if it was when we were talking about this generally, or if we had already asked the question.

**Jamie:** This is Jamie. I remember asking if they could change roommate or get a new home, but new provider is different than that, don't you think?

**Lisa:** A new home could possibly be a new provider. It could be. If they chose, I have had people who were not happy and they have chosen to leave our agency because we didn't have any other homes that would match their needs. It's asking if we have to prove if we are able to discuss those things with people.

**Female Speaker:** Libby, can we ask 10-3, and then if it pops up somewhere else, we will just knock it out. I think it's gonna happen.

**Libby:** Is that okay with everybody? Exploratory question 10, third bullet.

**Female Speaker:** Could we go back to the first bullet and maybe change the wording a little bit? Instead of identify, have access to, for information on other providers? Identifying is a little different than having information that there are other providers.

**Lisa:** This is Lisa. It's more important that the individual knows who they can talk to to get the help they need, you know. Whether it be our agency or DDDS, or something. They won't understand looking for new providers.

**Melinda:** This is Melinda. On #9, the second bullet, we could reword it to include it to say are individuals aware of the different services and how to make a service request. I'm just throwing that out there.

**Kyle:** This is Kyle. I don't mind that difference, or you could just add new provider request, to satisfy the other provider.

(Door slams)

**Libby:** I don't know what we just talked about. I heard three different bullets being discussed and three different new options. Does anybody want to give it a go again?

**Kyle:** This is Kyle. Just for the sake of moving on, why don't we just leave it the way it is for now...

**Libby:** Which one?

**Kyle:** We decided on one and two in the bullets in 9, and another one in 10, right. The third. Then, after it's all put together, we'll...(people talking over each other).

**Libby:** Kathy was mentioning the first bullet under 10. Do we include the first bullet under 10 as well?

**Kyle:** That's fine.

**Libby:** Alright. Anything else on page 8?

**Terry:** This is Terry. I think that first bullet, if asked of most individuals, it's not going to yield an affirmative response. I think most consumers I have worked with would stare at you blankly if you asked that question. There may be 10-20%.

**Lisa:** If that.

**Terry:** I mean, I think it's a poorly worded question.

**Lisa:** And every agency serves different levels of individuals. #(Inaudible 36: 06)

**Libby:** Kathy, this is Libby, you had a suggestion for changing that, what was it?

**Kathy:** Yeah, instead of identifying other providers, this is Kathy, information on other providers who are in the service, access to information on other providers. That way you would encompass those people who do have the capacity to understand that there are other people who can provide the services for them.

**Terry:** This is Terry. I like access to information. Some will not be interested. I think we need to acknowledge that.

**Libby:** So, does the individual have access to information on other providers...

**Kathy:** ...information on other providers who render businesses.

**Libby:** Is everybody okay to include that? Okay. Anything else on page 8?

**Kyle:** This is Kyle. Have we talked about accommodations? South Dakota. Have we talked about, I think we have, I'm just asking, Connecticut 1, Connecticut 11?

**Lisa:** We have talked about 1 many times.

**Kyle:** Yeah, I think we have. Then, 11. If there is hesitation, maybe we should put it in.

**Lisa:** 11 I think is somewhere because we talked about how it should be in their essential lifestyle plan. I don't know exactly where we saw it at this point.

**Terry:** This is Terry. That is a very broad question. I think it would difficult to measure.

**Kyle:** This is Kyle. Why do you think it's broad? Preferences are preferences.

**Terry:** Yeah, but I have millions of preferences. I don't know.

**Libby:** This is Libby. The question is regarding services and supports and as defined by the document that was provided, we are talking about dayhab, prevocational services, residential, behave, clinical, nursing, and supported living. Those are the supports we are talking about.

**Terry:** So preferences as stated here has a very limited scope. This is Terry. I don't disagree with the concept there, I just think it's a very poorly worded question.

**Kyle:** This is Kyle. Could we put it in and again, when we get this final version, we are going to go over that again and make any revisions needed.

**Libby:** Yep. Everybody okay with that?

**Kyle:** Back, this is Kyle again...

**Libby:** This is Connecticut 11?

**Kyle:** Right. Do we have anything about accommodations?

**Libby:** What number are you looking at?

**Kyle:** It's actually the living arrangements, the third one down.

**Female Speaker:** What do you mean by accommodations? What do you think it's asking?

**Kyle:** You are probably right, when I look at this for a second thought.

#(Inaudible 39: 21)

**Kyle:** I just saw the word accommodations. If we want to skip that, it's fine.



**Libby:** Anything else on page 8?

**Tim:** This is Tim. Pennsylvania, page 2, the bottom one - do you educate your staff on the participant's needs, abilities, and interests. I'm not sure we have discussed that anywhere yet.

**Victor:** This is Victor. I was thinking about that too, but haven't we talked about training previously, and doesn't that fall under training?

**Libby:** We just added, this is Libby, do paid and unpaid staff receive new hire training and continuing education related to residents rights and member experience as outlined in #(Inaudible 40: 06)

**Terry:** This is Terry. I think it's a very good question and we should add it.

**Female Speaker:** I think it's asking something different than this. It's like we are talking about if they like their light turned out, or a brighter bulb. It's specific things that a person prefers.

**Lisa:** This is Lisa. We do global orientation and define rights policies and all that, and then we do site specific orientations for each house, and it encompasses each individual that lives in the house. So it's a fair question and people should be able to answer it.

**Male Speaker:** Yeah.

**Libby:** So, we will add Pennsylvania, the second page?

**Jamie:** The last one?

**Male Speaker:** Mmm-hmm.

**Libby:** Okay. If we are finished with C, we will move on to J, K, and L, which I don't think need to be separated into three necessarily. Page 17.

**Terry:** This is Terry. I had drafted some stuff on this if I'm not mistaken. And Jane had said that she was going to defer this to a couple of her people if I'm not mistaken, so I'm not sure where that leaves us.

**Laura:** This is Laura. That is my question for DDDS, are they going to develop some sort of agreement that is going to be like a template for everybody to use. If that is the case, then it makes sense to defer it.

**Libby:** This is Libby. #(Inaudible 41: 48) I think the email Jane sent to Terry, when Terry was asking her for some additional information, or sharing some information that you had, she made it appear there was another group already looking at this and maybe we didn't need to

spend any time on this part of it.

**Female Speaker:** Okay. #(Inaudible 42: 11)

**Libby:** J, K, and L.

**Terry:** This is Terry. We may want to confirm with her that somebody is working on that. But...

**Libby:** I don't know if it would hurt to include a question about is there a lease, or does that get into the whole big discussion we had before?

**Male Speaker:** It kind of does.

**Female Speaker:** I think you can ask the question do you have one that meets department requirements and that would cover it. I don't think we should be including very specific things in here on this particular issue anyway. You can ask if you have one or not.

**Lisa:** This is Lisa. We have to submit leases for every home, every year, and we have to send a DDDS authorization form that they sign off on and that they accept the lease. They are just regular leases like you and I have, but the Delaware tenant code also applies. I don't know about the Arcum. I'm sure. I don't know. I'm not citing.

**Female Speaker:** Are you talking about like a lease between the provider and the owner, the landlord, or between the residents and you?

**Lisa:** We don't have leases between the residents and us.

**Female Speaker:** That's what this is for. So you could say no, because it's not currently required, but I think it's going to be. So, that may be an item that needs to be worked on and I would assume DDDS would be developing something that they would want to see.

**Terry:** This is Terry. I wasn't aware that there was going to be an individual tenant lease. Is that...

**Female Speaker:** There has to be something. I mean, if you...

**Eddie:** This is Eddie. I will take this back to Jane and get back to you. I have heard conversation about it.

**Libby:** Okay. So we will leave J, K, and L.

**Female Speaker:** There is some sort of agreement that is legally enforceable. It's in the regulation. It's not the current package, but I think that's what it's going to be.

**Melinda:** This is Melinda South. I want you to know too, that when we do sign leases in apartment buildings as well as our houses, they all require the tenants name be on the lease, so I imagine that would afford them some protection under that lease.

**Female Speaker:** It would, yeah.

**Lisa:** But the tenants do not sign the lease. Like...

**Female Speaker:** Right. I guess that's how they answer the question when they ask the existing providers what do you have, you write down what you have, knowing there is no current requirement that says there be a lease agreement. But there is a perspective lease.

**Libby:** So Eddie will that back. Okay. The last one that we haven't gone through yet is M, as in Mary, on page 18, and it has to do with privacy, which we have kind of covered in a couple other items here.

So, again, I think when we take what we have agreed to and consolidate that, we can take a look at that again to make sure everything is covered. Does anybody have anything they would like to add to M, or discuss?

Okay. There were a couple other items I wanted to make sure we talked about quickly that were brought up last week. Voting, and I believe that kind of relates to F, engage in community life, or possibly D, which is also engaging in community life. I think one of the questions in that section had to do with options for going out to church or shopping. Page 11. At the top of page 11. I was thinking maybe we could add voting to that list.

Does the third bullet, does the individual shop, attend religious services, and we are going to spread out some of these things. More like on page 12. Pennsylvania 6, and Connecticut.

**Kathy:** I thought we said something about Connecticut 17?

**Libby:** Yes. We are going to include a couple of the examples under 17, and a couple under Pennsylvania 6.

**Kyle:** This is Kyle. That's good. I like 17, page 12. Connecticut 17 on page 12. Voting. And you mentioned another one Libby.

**Libby:** We'll add voting. Are we okay with adding voting there? Adding voting to Connecticut 17, page 12?

**Female Speaker:** Yes.

**Jamie:** What about Pennsylvania, page 6?

**Libby:** If we back up a minute, if you look at page 11 at the top, exploratory question 2, we said that we were going to include all of those bullets. The third bullet started including various examples and we decided that we were going to include a couple of the examples from Connecticut 17, and a few from Pennsylvania 6, as well. So voting is going to be another example.

**Female Speaker:** #(Inaudible 47: 43)

**Libby:** We also made a note of page 20, Tennessee 31. Somebody made a comment that it doesn't really fit under this section, but that it's a good question and it should be included in the Delaware assessment, Tennessee 31.

**Kyle:** This is Kyle. Correct...

**Libby:** If we are okay, I will just add that to the list, I'm not sure which list it will fall under yet, but we will make sure it's on the Delaware assessment.

If everybody is okay with that, the other note I had...

**Victor:** This is Victor. Looking at the language there, where it is talking about providing full access, which is nice and specific, and then going back to voting earlier, where it was talking about do you facilitate, and do you provide opportunities, that is not nearly as specific as the other, and voting is an absolute right, and maybe there should be language about transportation, do you provide transportation for anyone who wishes to vote.

**Lisa:** This is Lisa. And we do have to, every year, the elections come up, the primaries or whatever, we ask every person. Those who are interested, we educate, we take, we do things, we get them materials. I don't know if it's a requirement. I don't know if it's written anywhere, but we do do it every year.

**Victor:** You get the materials, but are they also provided transportation at any time that works for them?

**Lisa:** Absolutely.

**Victor:** Okay.

#(Inaudible 49: 46)

**Victor:** You do, but might some not?

**Lisa:** Voting became a big thing about, maybe, I don't know how many years ago they really made a push for that and they really monitor that.

**Victor:** What's the harm in spelling it out?

**Lisa:** No. I don't think there is any harm. I think they should do it.

**Kathy:** Would that be under Pennsylvania 6 then? Providing opportunities for #(Inaudible 50: 12). On page 12?

**Lisa:** Now this is a question like for shared living, I know what we have to do as providers, not #(Inaudible 50: 22). Is that where the DDS case managers come in? That's where the tools will be different. You know what I mean?

**Pat:** This is Pat. That's through DDS, because they have never come to the providers for anything. This is my first hearing of it.

**Lisa:** Right.

**Eddie:** This is Eddie. I will do some clarification on that from shared living.

**Lisa:** I think what we will find is there is a lot of differences in providers to shared living. Providers are responsible for everything. Shared living, I'm sure they help out with a lot of different things, but they don't have as much, not responsibility, but they don't have as much regulation. I think the tool will be very tricky when it comes to, I know it's not going to be the same tool, but...

**Victor:** This is Victor. Denise, you brought up the issue of voting rights at a previous meeting. Do you feel the language that we are talking about works?

**Libby:** Well, we don't even have the language.

**Female Speaker:** #(Inaudible 51: 37)

**Libby:** We don't have the language. I was going to ask you what's your, you said that you wanted different language. Can you give us some language to put in there?

**Laura:** This is Laura. If I was going to ask something specific, I would say, do they have availability or access to registration and voting, the opportunity to vote. Those are two, that is basically two forms of voting. Registration is important also. And then the ability to vote. Either to provide transportation or arrange for transportation, you know, you facilitate in the registration, somebody from, you know, whatever you are going to do to make that process available. I was thinking access to registration and voting.

**Female Speaker:** Is there a difference in access and availability?

**Female Speaker:** Yeah.

#(Inaudible 52: 39)

**Libby:** So what is the question?

#(Inaudible 52: 47)

**Libby:** I can't hear you.

**Female Speaker:** Access or facilitation to voting, and registration. #(Inaudible 52: 55)

**Libby:** And what are you recommending? Or suggesting?

**Female Speaker:** I want to say facilitating.

**Male Speaker:** That is clearly what Lisa just described. They facilitate the voting activity for their people. I think facilitate is the better word.

**Terry:** This is Terry. I think one of the things that might be a problem with facilitation, there are some people who clearly have no interest in voting. So, how do you facilitate for them? Access suggests they are at least given the opportunity. Just some food for thought.

**Denise:** This is Denise. You can still facilitate if the person said they didn't want to. Then, they didn't want to.

**Kyle:** This is Kyle. This is about giving access or facilitation regarding the opportunity to vote.

**Male Speaker:** Okay.

**Libby:** So Kyle, what is the question?

**Kyle:** I don't know.

**Libby:** Laura, what is the question?

(Laughing)

**Libby:** Denise, what is the question?

**Kyle:** This is Kyle. I see where we added it to 12.

**Libby:** Well, if we are going to split it out, let's just make it its own question. Do individuals have...

**Female Speaker:** ...access and opportunity to register and vote.

**Libby:** Access and opportunity to register and vote.

**Female Speaker:** What I wrote was, does individual have the opportunity to register and vote. Opportunity...that's what I put. I'm looking at 11-2.

**Libby:** Do individuals have the opportunity to register and vote?

**Female Speaker:** That is the parallel construction of the other question.

**Libby:** Victor, does that cover the concern you had about getting there?

**Victor:** I think you could say conceptually. If you are just going to limit it to the word opportunity, you could say conceptually, of course they do, like anyone has the opportunity. Yeah.

**Terry:** I have some suggested language, but...this is Terry. Just throwing this out there. Do all persons have opportunities and needed supports to register and vote in an informed manner?

**Victor:** I would say that, but without informed.

**Male Speaker:** I would agree.

**Victor:** In an informed manner, I mean, a lot of people vote and they have no information whatsoever.

**Male Speaker:** Okay.

**Libby:** Okay. So, give it to me. Do individuals...

**Male Speaker:** Do all persons have opportunities and needed supports to register and vote?

**Male Speaker:** Yes.

**Libby:** I can't write that fast. Opportunities and...

**Male Speaker:** Needed supports.

**Libby:** Hold on.

**Male Speaker:** To register and vote.

You are right, most voters are not informed, so I can't argue with that.

**Libby:** Do all individuals have opportunities and needed supports to register and vote?

**Female Speaker:** I agree.

**Jamie:** This is Jamie. Do we need to be specific on voting, school board, referendum, primary, locals, nationals?

**Male Speaker:** I think all of the above is implied there.

**Male Speaker:** To say vote is an absolute. Any and all.

**Female Speaker:** It's not limited.

**Male Speaker:** Any and all.

**Female Speaker:** I think if you made a list you would forget and missing something. You are better off to just say voting.

**Libby:** Okay. The other item that came up last week was assisted technology for communication. I don't know where that belongs.

**Female Speaker:** Where are we again?

**Male Speaker:** Where did it come up last week?

**Libby:** At the end of the meeting.

**Male Speaker:** I thought that was...

**Libby:** We were on A, regarding dignity and respect.

**Male Speaker:** Wouldn't that fit in B?

**Male Speaker:** Was there a specific question we were looking at for facilitated communication?

**Male Speaker:** I thought it was about meaningful communication and our residents understanding, and that we brought up some may need assisted technology, it's beyond simply does one speak English, does one speak Spanish.

**Male Speaker:** Right.



**Kathy:** I think it would work under B because it's talking about independence.

**Male Speaker:** Yeah. Nothing is more important than communication for autonomy and independence.

**Tim:** It's Tennessee 24, on page 6, that talks about it a little bit. This is Tim. Are individuals permitted to have a private cell phone, computer, or other personal communication device, or have access to a telephone or other technology device to use for personal communication?

**Victor:** This is Victor. We also discussed that on page 2, exploratory question 16, the second bullet, is informal, written, and oral communication conducted in a language, and I think we said or manner, that the individual understands. And that is when we first started talking about assisted technology.

**Melinda:** This is Melinda. I think that one goes to privacy. One may talk about where's it's located and access to it. And the other one goes to autonomy. So, maybe, the question, if they have the device and can use it in private go under the privacy question. And the other one go under B, for autonomy, with the assisted technology.

**Libby:** So, on page 2, exploratory question 16, I think it was the second bullet, kind of includes it, conducted in the language or manner that the individual understands. Is everybody okay with that?

**Terry:** This is Terry. If we wanted to, you could put in parenthesis, after manner including facilitated communication, if that is the proper term.

**Male Speaker:** Including assisted technology.

**Libby:** Is everybody okay with that? Exploratory question 16 on page 2, second bullet - communication conducted in a language or manner that the individual understands, after manner, including assisted technology. Then, we wanted to include something under B as well. Page 6, or what page was that?

**Male Speaker:** That was Tennessee 24 on page 6.

**Libby:** I would like to recommend that we include that one.

**Male Speaker:** Yep.

**Libby:** Tennessee 24. Those were all of the other notes that I had. I think it will be helpful to pull out the questions that we all agreed to put in the Delaware assessment and then take a look through it again.

So, if we can, if everybody is okay with moving to the next part of the agenda. I was thinking we

could start talking about answers, options for answers, to these questions. And I just started with the basic element answers - yes, partially explained, N/A, explained, evidence, and no. Other states had different ways of answering the questions, or different options.

**Terry:** This is Terry. I like that list.

**Tim:** I would love to get some feedback from the providers here as to whether you think that's flexible enough, those answers.

**Lisa:** I think the answers are flexible enough. I think we are going to have to wait and see what questions we come up with, and then what you all think we are going to have to show proof, as far as policy, how much more involved you are going to want it to be. You know what I mean? I think those are good answers, I mean those are good responses, but I think we have to wait until we get the final questions, like when it gets down to evidence, what questions are you really going to look evidence for, and what kind of evidence are you looking for. Does that make sense?

**Libby:** And when it is required and when is it not required. This is Libby. And, looking at Tennessee's assessment, they have, they actually say to attach something and want the documents title and the page number, paragraph. I don't know what level of detail is required, but that is a lot of detail. But that is another example that is out there. I believe most of the other ones were yes or no or something similar.

**Female Speaker:** Is there a place on there for remediation? If the answer is no, then remediation might be intended.

**Terry:** This is Terry. That could be an understood in the instructions or guidelines for that. But certainly, there is an expectation or remediation would...

**Female Speaker:** They would just have to answer no.

**Lisa:** This is Lisa. But in some instances, are there cameras in the house? No. That would be a no answer. You wouldn't need any explanation. We don't have cameras in the house for good reason.

**Female Speaker:** Right, but some of them you might need the evidence or the reason.

**Lisa:** I agree. But there will be some answers that are going to be no, and no will be acceptable for some of these questions.

**Terry:** This is Terry. One of the things you might want to do is put the meeting expectations response first, so, it will be yes for some questions and no for others, depending on how the statement is stated. And then the instructions could address the issue about when the provider has to provide remediation.

**Libby:** Is that going to be a question by question, I mean, some questions might need evidence for certain answers and some questions might need remediation. Could you give me an example of one question response that might need remediation? What that means?

**Terry:** This is Terry. I can give you one. On the voting question, if they answered no, the remediation might be developing a policy which facilitates those opportunities for persons to vote.

**Kyle:** This is Kyle. It just gives the provider an opportunity, if it's no, to comply. By maybe whatever...

**Libby:** To say what they are going to do?

**Kyle:** Yeah.

**Terry:** This is Terry. I just don't know that you would want that in the text of the actually assessment. In my experience, plans of correction can be anything from a sentence, to a couple of pages, if that makes sense.

**Kyle:** This is Kyle. It may be that any answer that was no, and you wanted to remediate, you just put an attachment saying how you were going to do that. Somewhere, in the instructions or somewhere, there should be something about remediation, to give the provider a chance to still comply if they are not complying now. It only helps I would think.

**Libby:** Instructions at the bottom. What about, this is Libby, instructions for completing this, if there is remediation that it can be included or attached to the document or...

**Female Speaker:** #(Inaudible 1: 05: 30) throughout this CMS #(Inaudible 1: 05: 35) No, we are not in compliance now, but we are going to change this. We are going to facilitate this, that, or the other.

**Melinda:** This is Melinda. Some of my question is about remediation and who is going to determine what needs to be. If we are a provider and we are doing our self-assessment, who then is going to look at all of these forms to determine what needs to be remediated and what is tailored to fit the needs of the people at the home.

**Libby:** This is Libby. I thought this was going to be the job of the look behind group.

**Terry:** This is Terry. I agree.

**Female Speaker:** I agree.

**Tim:** This is Tim. We now know that the Connecticut survey has been accepted. What they

did, they had yes/no questions, and then a column called plan to address.

**Male Speaker:** And that is the same thing as remediation.

**Tim:** So the assumption is, in this kind of survey, that the provider will answer yes, and there is no problem. If provider answers no, then they would have to fill in plan to address, or as Denise put it, remediation.

**Male Speaker:** And hopefully they can write really small.

**Male Speaker:** Really small.

**Male Speaker:** I think if you put another blank after no, it might be remediation plan attached.

**Female Speaker:** I like, plan to address is less loaded.

**Male Speaker:** Plan to address is attached, that's fine.

**Tim:** This is Tim again. This is really simple, and maybe that's one reason it got accepted. So it may be something we would want to consider. And I think it would the life of providers, I think, a little bit easier.

**Terry:** This is Terry. But I think the standards, if I'm not mistaken, talk about partial compliance, and I think that piece up there is worth including. I also like N/A if someone can explain that. And the evidence piece is also very worthwhile.

**Libby:** This is Libby. And if we are talking about a group home with four people, and three comply, and one doesn't for some reason, that is going to be a partial. It won't be a straight yes or no. I kind of like the partial option.

**Tim:** This is Tim again. If you read the Connecticut thing, it's kind of interesting. It's all about the single individual. And that's what makes it easier to do a yes...

**Libby:** Is that the individual survey? Or the...

**Tim:** The Connecticut HCDS Residential Settings Self-Assessment Form.

**Male Speaker:** Bill, I don't know what you have here, but this is #(Inaudible 1: 08: 21).

**Male Speaker:** That is the self-assessment for the individual.

**Male Speaker:** For the provider.

**Male Speaker:** Oh, it's for the provider. Okay.

(People talking in the background 1: 08: 31)

**Lisa:** Say that again. I didn't hear you. I'm sorry.

**Male Speaker:** Did nobody else get that?

**Male Speaker:** I have a stack, but I just can't find it. I know I have it.

**Female Speaker:** Page 14. #(Inaudible 1: 08: 51) State-wide transition plan, at the very bottom.

**Terry:** This is Terry again. Again, if you look at question 2, there, is the individual able to choose what activities to participate in outside of the home setting, and apart from housemates with whom, he/she resides. I think you would want an opportunity to say partial compliance, but that's just my opinion. You might have somebody out once a month or once a week, and you may view that as adequate or inadequate. So...

**Kyle:** This is Kyle. I think #(Inaudible 1: 09: 32).

**Female Speaker:** It says at the bottom of page 14, any assessment results that indicate true deviation from the requirements #(Inaudible 1: 09: 46).

**Libby:** This is Libby. And my understanding of that is that if four people live in the home and three comply and one does not, and the one that does not has it detailed in their person centered plan, then that would be partial, and I would explain that three comply and one does not and it's detailed in their person centered plan.

**Lisa:** This is Lisa. My concern with that time and time again is that we don't write the person centered plan. It is the state social workers. So, we cannot be held accountable what they do not put in detail in their plan. So that needs to be on the table before these surveys start.

**Kyle:** This is Kyle. I will let you go only because #(Inaudible 1: 10: 50). Eddie is not here and she may want to follow up on this question.

**Lisa:** And some history, from history, as of, was it three years ago, agencies were responsible for writing ELPs, and it worked much better. We know our people. But when they had to do the Medicaid transition, Terry, the DDDS social workers had to change their role as overseers or something. So they had to take the role as writing the ELPs. And that will not change unfortunately. But, like, we can't be held accountable for something that is not detailed in their plan.

**Denise:** This is Denise. #(Inaudible 1: 11: 26).

**Lisa:** But many ELPs are not as detailed as they should be and they are working on changing the ELP process right now because it's a flawed process.

**Female Speaker:** Just a yes/no, whatever. Just for simplicity sake. The other ones I looked at were yes/no. There is no difference other than in like #(Inaudible 1: 12: 00) I mean, if you say no, whether partially or no, you have to explain. So, it's like, nobody wants to check that they are not in compliance with something, but I think you are putting more meaning to it than there really is. I think it's going to be over compensated. #(Inaudible 1: 12: 20).

**Terry:** This is Terry. I would just ask providers what would you preference be, a simple yes/no, with the opportunity to explain, or something.

**Libby:** You know what the questions are.

**Lisa:** This is Lisa. In terms of voting. Say I have a house where one resident has a real interest in voting, and can vocalize that and we do what we do. There may be two other folks that live with them that are non-verbal, lower functioning, medical issues, that we ask, and they are not interested in voting. It's not going to be a yes/no answer.

**Female Speaker:** But it is. You are missing the point on voting. The point is are you making that available. It's not voting or not. It's do you have a procedure in place that enables somebody to register and vote, if they want to.

**Lisa:** The other thing, we don't have a lot of those procedures in place, they happen naturally. So, for this purpose, if we have to have procedures in place, it's going to take more than three months to complete these surveys. I have no problem with putting procedures in place if we need to do so, but, I'm saying if we look at the time line, I have only 20 homes. There are a lot of agencies that have several more homes than I do. Three months is a very aggressive time line.

**Male Speaker:** So your preference would be for yes/no, or something more like this? I'd ask the same question from Melinda too.

**Melinda:** This is Melinda. I also like the partial because I see homes where it's going to apply to some, but not all. And I understand about the yes/no. But I'm thinking about the other way. Instead of yes we make it available, I'm thinking of the camera situation, where people are going to say, oh, that's horrible we don't have cameras in houses. But we do have some people who suffer from seizures, so we don't have to sleep, like sit in the room and watch them sleep all night. They might have their room monitored for that sleeping period, so we can rush in if we see they are having a seizure. So, I'm trying to determine where that would go. Probably in the partially. I think it's going to hash out when we go through our questions.

**Libby:** This is Libby. The other thing I was thinking about that maybe we should keep in mind is maybe that as we go back through the questions, what are acceptable answers? So that whoever is doing the look behinds, can say okay, if they answered this in this question, this is a

red flag and we should go look into this. It might be different for different questions. But just yes and no, it's going to be, I think partially, and N/A, and giving space to explain kind of helps map out if they are meeting that or not.

**Terry:** This is Terry. I think we could probably save the final decision until we have the assessment and kind of look at it and how it would play out in the provider's minds.

**Libby:** This is Libby. Just going back through some of the things I put on the action item list from before, just so we don't miss it, had to do it the questions and answers and one had to do with if we were going to have more than yes/no. So we are going to go through that. Another had to do with guardianship, and the impact on some of the questions or the impact on some of the answers, or how that's, how if a person has guardianship, how that impacts this whole process.

Thinking about food, as a guardian, I don't know if it would be in the ELP necessarily, but you know, allowing a person to have food whenever they want, whatever they want, a guardian might not buy into that. So I don't know how that is documented, or if it's just known by the provider.

**Tim:** This is Tim. Having been through the ELP process many, many times, that kind of thing is put in and it's put in by my wife and I. What would happen theoretically, is a copy of that ELP and its action plan would go to all the important people. They are sitting around the table to begin with. Like our housing provider is at that table. Our day service provider is at that table. The case manager runs the whole meeting. So I would say anything like guardianship, the fact that my wife and I are guardians, everybody knows that as guardians, we do put information directly into that plan, whether our son agrees or not, quite frankly, because he would eat himself to death if we didn't put it in.

**Libby:** This is Libby. So Tim, as we went through these questions, did you see any that would be an issue from a guardian perspective?

**Tim:** Personally, I did not. I didn't see where this group would worry you about guardianship in a provider self-assessment. I think it tracks in there through the ELP, from my standpoint. I don't know if everybody else agrees.

**Bill:** This is Bill. Number 6 should be removed. Because all married couples should be...#(Inaudible 1: 18: 13).

**Female Speaker:** #(Inaudible 1: 18: 17).

**Libby:** Lisa, did you have a comment on guardianship? Or Kathy?

**Lisa:** Kathy.

**Kathy:** Yeah. I was going to agree with Tim that those types of discussions do come up, I'm my son's guardian too, and those discussions come up during the ELP meeting when all of the

cast of players are there and discussing the person. And even if the person themselves disagrees somewhat, he is allowed to put his information out there and then we decide whether or not to work with it.

**Libby:** Okay. I'm just going to close that one then. It seems like we are okay with guardianship. The other note I made that is kind of relevant for some of this, proof of evidence or compliance. We discussed that at some point. Maybe as we go back through the questions and look at the answers we can kind of talk about what kind of documentation would be acceptable.

**Tim:** This is Tim. I have been struggling with this issue of who is doing the look behind. I don't think we know yet who is going to do that. I would like to get from DDDS, if possible, kind of the procedures for the look behind. I don't care who is doing it. What are they going to do? If you look at Connecticut's document, yes/no kind of thing, I would assume you don't automatically feel that every yes is accurate. So you are going to have to take several yes's and no's, and then look behind at those. I just wonder if DDDS has an idea of how that look behind would be conducted. That would help us I think.

**Victor:** This is Victor. I would also like to know what DDDS is going to be providing in that regard, but in addition to wanting to know the procedure, I think it is critically important to know who is going to be doing it as well. I know you said you don't care who is going to do it, but I think that is every bit as important as the procedures.

**Tim:** This is Tim. My fear is the Governor's Advisory Council Members.

(Laughing)

**Libby:** I'd vote yes.

**Lisa:** Realistically speaking, do you all have time to do all these look behinds?

**Male Speaker:** Not a chance.

**Eddie:** This is Eddie. I will talk to Jane and get some clarification on the look behind and get back to you next week.

**Male Speaker:** Thank you.

(Several people starting to talk at once 1: 21: 00)

**Male Speaker:** We have someone on speaker.

**Libby:** Go ahead Kimberly.

**Kimberly:** Just to share with you from the other group, they have had the same questions about



the look behind and they have gotten different responses at different times from DDDS regarding it. At one point in time they said, a subgroup of the DAC would do it. At one time they said all state staff would do it. So, our understanding is that it is still being developed and that is a conversation that we had at every meeting. I also want to point out that the Delaware statewide transition plan on page 14 says that a subwork group of the advisory council from DDDS would be conducting the look behind.

**Female Speaker:** #(Inaudible 1: 21: 53)

**Male Speaker:** That is which page?

**Libby:** Page 14 of Delaware's Transition Plan.

**Kimberly:** I think they mentioned the other night, there is much discussion still around if providers should or shouldn't be involved in the look behind. I don't know if this group wants to give any guidance with the assessment. I think they should feel as involved in the look behind process. But I know the other group sent a message back to Jane about who they felt should be involved in the look behind process as a recommendation.

**Libby:** So Eddie is going to take the question back. Does anyone want to recommend someone to do the look behinds?

**Male Speaker:** What did you say Libby?

**Libby:** Eddie is going to take the action item to get more information on the look behind process and who is doing it. It sounds like the other committee made the recommendation of certain groups or certain people to be included in that. Do we want to make any recommendation?

**Kyle:** This is Kyle. Maybe we need to wait to see what their process is before we jump to conclusions about that. Generally, it should be fairly independent.

**Victor:** This is Victor. I mentioned that at our first meeting when Jane did attend, that I had concern about who would be doing it and whether providers would be doing it as opposed to others that are simply trained in this and not an expert in the issue itself.

**Eddie:** This is Eddie. So what would be your recommendation? Did you have one? Sorry.

**Victor:** My recommendation would be that they are independent auditors, rather than people who have an expertise in this issue itself, rather than people who come from a provider background.

**Eddie:** Okay. I will take that to Jane and come back with an answer.

**Victor:** Thank you.

**Kyle:** This is Kyle. #(Inaudible 1: 24: 12) I think it should be somewhat independent. I don't know the specifics behind what independent should entail, but it should be an independent look behind.

**Lisa:** This is Lisa. I understand providers not doing providers, but foster care, I don't know that DDS should be doing foster care, because they are the ones that monitor foster care.

**Kyle:** This is Kyle. I would agree. That would not necessarily be independent.

**Female Speaker:** I will take that information back and get back to you.

**Male Speaker:** Thank you.

**Libby:** Thank you. So, if we go back to the action item list, just to close out some of these. I think we have gone through a few. The first one had to do with voting and assisted technology, and I think we have included those. I am going to close those, unless somebody else has a...

**Male Speaker:** What page are you on?

**Libby:** Action item list, the first one.

**Male Speaker:** Okay.

**Libby:** I'm going to close the first one on voting and assisted technology. The second one is open and Eddie is going to get back to us on J, K, and L. The next one had to do with a shared living contact, and Pat is joining us now, so we are going to close that. The next one has to do with setting that isolate. I'm not sure, that must have come up somewhere along the line with some of the questions, but...

**Kyle:** This is Kyle. I'm sorry Libby, which one are you on right now? I heard setting that isolate, but where on the sheet is it?

**Libby:** The forth action item, page 1.

**Female Speaker:** I'm look at the wrong one.

**Terry:** This is Terry. I'm just wondering if that would fit best, and I may not be understanding what we are doing here, but within E, on our list.

**Libby:** I think we had some discussion around the settings that isolate document and...

**Male Speaker:** Oh, it was that document, yep.

**Libby:** We were going to go with three of those questions and then circle back on that to see if there were still any questions open. Maybe after we consolidate, I will leave that one open and maybe after we consolidate the question list we can come back and look at that one again. Is everybody okay with that?

**Male Speaker:** Yep.

**Libby:** The next one had to do with the document that Terry provided. Are we okay on questions at this point? I think you provided that in order to give us another example of detailed questions. Are we okay the close that one at this point?

**Male Speaker:** Mmm-hmm.

**Libby:** The next one is guardianship. We will close that one. The answer options, we will continue to discuss that one next week. The next one had to do with an individual assessment. And I think we tabled that at the time to see how we were doing with the overall provider assessment. I think we have four more meetings, is that correct? Three or four?

**Male Speaker:** Let me see the calendar right behind you here.

**Male Speaker:** What was our due date?

**Male Speaker:** Four more.

**Female Speaker:** June 11th.

**Male Speaker:** Four more.

**Male Speaker:** So we are meeting on the 11th?

**Libby:** So, maybe at this point, we are kind of identifying some questions that could possibly be included in an individual assessment, if we were going to agree to pool them together. I made a note of those. Some of them were written down. So, I will make a list of those questions as well, and maybe when we get through next week's meeting, see where we are and make a decision at that point.

**Male Speaker:** That would be very helpful.

**Libby:** The last one on page 1, about proof of evidence, we discussed that. I will leave that open for next week again. On page 2, the top, we talked about this one a few time, but I don't know if we addressed it in our questions anywhere. Choice in living arrangement questions. How we address choices from someone who moved into the group home many years ago, versus, now there is more of a choice where they can live. Do you remember any of the questions? Did we

need to circle back on that next week as well?

**Lisa:** There were questions, but I think when you put the questions together and we see how we answer them, that was going to be...

**Male Speaker:** Come back.

**Libby:** So I will leave that one open as well. And we will take a look at that one next week again.

Alright. That's all I had for today. The next step again, I will pull together the questions that we agreed on and get that out. I will try to get that out by Monday, but it's going to be either Monday or Tuesday. I will pull together the questions for the provider survey, and then a list of the questions we talked about for an individual assessment and send that out.

As far as our next meeting is next Thursday, and that is the Thursday before Memorial Day, I was wondering how many people are definitely going to be here next week. And are there any people who are definitely not going to be here next week?

No's? Not going to be here?

**Kimberly:** This is Kimberly. As an FYI, we are in JFC next week for markups, so I don't know that I will be able to participate. It will be a last minute thing.

**Female Speaker:** Change the date?

(People talking in the background)

**Libby:** He won't be? Kyle? Jamie, you said you won't be here next week.

**Jamie:** Sorry. I have an obligation.

**Libby:** And I think Bill was going to be doing something next week as well.

**Male Speaker:** Correct.

**Libby:** Anyone else definitely not here next week? Do we want to try to change the date or continue to move forward?

**Male Speaker:** I would stick with the dates.

**Libby:** Okay. So the people who are missing next week, the document will go out a little bit early. Maybe you could take a look at it and send feedback, comments.

**Male Speaker:** We will make sure you have assignments so you don't feel left out.

**Jamie:** If there is anything I can do to help. Sincerely. Anything.

**Libby:** Anything else for next week's meeting? Any other, anything else for today?

**Male Speaker:** Are you going to meet with the volunteers?

**Male Speaker:** Bill has left, but I need to chat with you and Jamie wants to sit in on my discussion with Bill.

**Libby:** Okay. I think that's all.

**Male Speaker:** I will take that if you don't want it.

**Libby:** Thank you.

**Lisa:** Thank you.

**Female Speaker:** Do you have the attendance sheet? Sign in and I will just call it in.

**Libby:** Tammy, could you pass the attendance sheet up this way.

**Jamie:** Do you want all of these?

**Libby:** No, the attendance sheet.

**Female Speaker:** Both of them.

**Libby:** Denise, did you have a chance to sign the sign in sheet?

**Female Speaker:** No, you didn't.

**Libby:** Did everyone over here sign in?

**Female Speaker:** I will just talk it in. In attendance was: Eddie Ashby, Pat Jordan, Melinda South, Lisa Green, Libby Cusack, Carol Kenton, Nikki Edilson, Lisa Elias, Bill Moynihan, Jamie Doan, Tim Brooks, Victor Shafner, Terry Olson, Kyle Hodgkis, Laura Watererland, and Denise McMalandhow, and Kathy Cherry.

**Male Speaker:** Kimberly Renee (? Last name).

**Female Speaker:** Is in addition to the attendance.

